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SPANISH LANGUAGE AND CULTURE 10S–20S–30S

INTRODUCTION

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

The value of learning the Spanish language is enormous for Alberta society as a whole. Apart from the common advantages related to the learning of an international language, it permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly with its people. In addition, the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with Alberta are undeniable.

The learning of Spanish, as any other language, develops awareness of and sensitivity to cultural and linguistic diversity. This fact, in addition to preserving cultural identity, is also a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives the

opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and contribute positively to society.

As well, for those students who already have some knowledge of the Spanish language or a family connection to the culture, learning Spanish offers an opportunity to renew contact with their language and culture. For some, it may contribute to maintaining and developing literacy in a first language that is not necessarily the majority language in the community.

There is also significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

In today's global world, the knowledge of a second language and culture in general, and Spanish in particular, is an economic advantage for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace.

The Spanish Language and Culture 10S–20S–30S program is intended for students who have studied Spanish Language and Culture in junior high school.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of the Spanish Language and Culture 10S–20S–30S Program of Studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Spanish as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some knowledge of Spanish and develop literacy skills in that language. It is also true for students who have no knowledge of Spanish.

THE CONCEPTUAL MODEL

The aim of the Spanish Language and Culture 10S–20S–30S Program of Studies is the development of communicative competence in Spanish.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Spanish-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

Areas of Experience

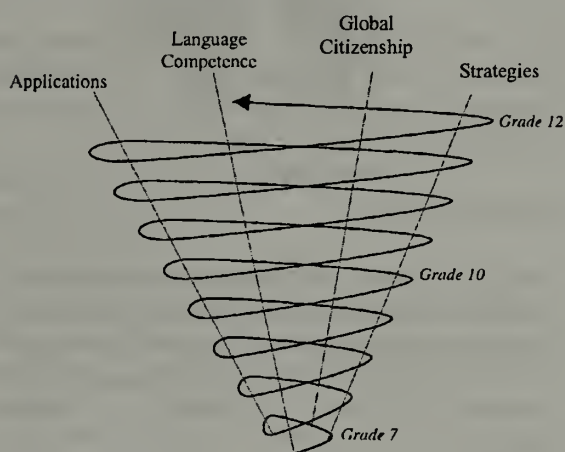
In the Spanish Language and Culture 10S–20S–30S Program of Studies, the following areas of experience are included:

Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
<ul style="list-style-type: none"> • entertainment • relationships, friends • clubs, activities, sports, hobbies • celebrations • fashions and fads • any other areas that meet the needs and interests of the students 	<ul style="list-style-type: none"> • fine arts • legends and myths • communications, technology, media • travel • current events • any other areas that meet the needs and interests of the students 	<ul style="list-style-type: none"> • literature • future plans • careers • accommodations • current issues • history • any other areas that meet the needs and interests of the students

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and

experience with more text forms,¹ contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the Spanish Language and Culture 10S–20S–30S Program of Studies and are based on the conceptual model outlined above.

Applications

- Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

Language Competence

- Students will use Spanish **effectively** and **competently**.

1. For a sample list of text forms, see the end of this program of studies.

Global Citizenship

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

Strategies

- Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Outcomes

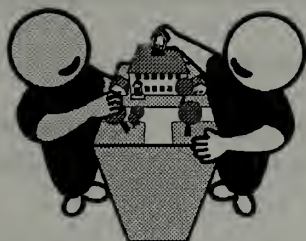
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown as bullets in the chart on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications



Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

- to impart and receive information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

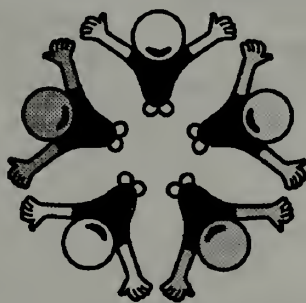
Language Competence



Students will use Spanish **effectively** and **competently**.

- attend to form
- interpret and produce texts
- apply knowledge of the sociocultural context
- apply knowledge of how the Spanish language is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

- historical and contemporary elements of Spanish-speaking cultures
- affirming diversity
- personal and career opportunities

Strategies



Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

- language learning
- language use
- general learning

Guide to Reading the Program of Studies

General Outcome for Applications

Students will use Spanish in a variety of situations and for a variety of purposes.

cluster heading for specific outcomes

for imaginative purposes and personal enjoyment

Spanish Language and Culture 10S

Spanish Language and Culture 20S

Spanish Language and Culture 30S

Students will be able to:

- use language for fun and to interpret and express humour; e.g., interpret humorous cartoons, songs, stories, poems

- use language for fun and to interpret and express humour; e.g., plan and participate in an immersion experience, an exchange or a language camp

- use language for fun and to interpret and express humour in a variety of situations

- use language creatively and for aesthetic purposes; e.g., create and perform a skit

- use language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic

- use language creatively and for aesthetic purposes in a variety of situations

- use language for personal enjoyment; e.g., listen to music

- use language for personal enjoyment; e.g., watch films or television programs

- use language for personal enjoyment in a variety of situations

read each page vertically for outcomes expected at the end of each course

humour/fun

creative/aesthetic purposes

personal enjoyment

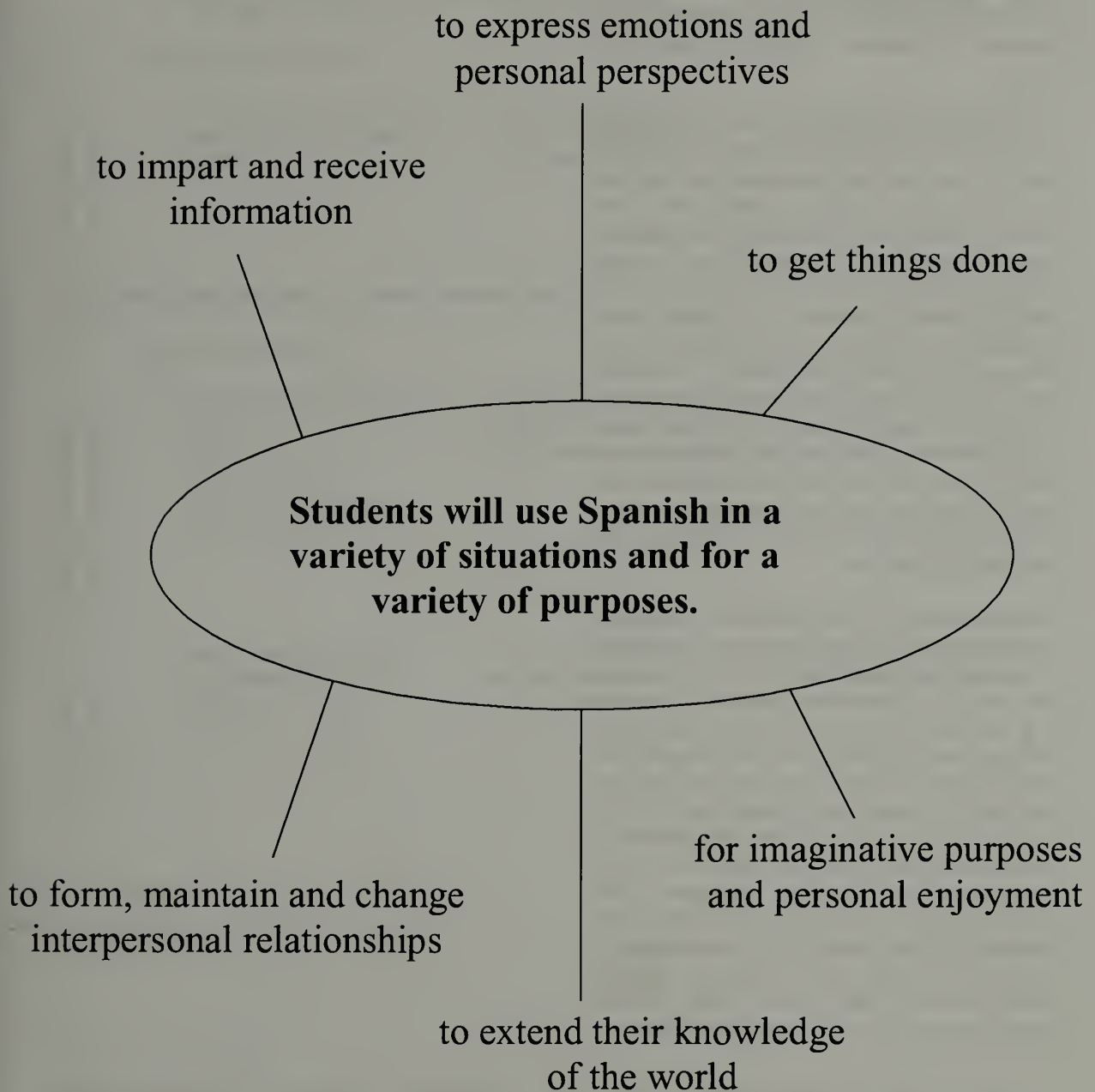
strand headings for specific outcomes

specific outcome statements for each course

read each page horizontally for developmental flow of outcomes from course to course



Applications



APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Spanish language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence,¹ is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands, which show the developmental flow of learning from course to course. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways; e.g., “This is my dog.” As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Spanish language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

1. Marianne Celce-Murcia, Zoltán Dörnyei and Sarah Thurrell, “Communicative Competence: A Pedagogically Motivated Model with Content Specifications,” *Issues in Applied Linguistics* 6, 2 (1995), pp. 5–35.

General Outcome for Applications

Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

to impart and receive information

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
	<i>Students will be able to:</i>		
share factual information	<ul style="list-style-type: none">share detailed information on a specific topic; e.g., report, biography	<ul style="list-style-type: none">ask and answer questions about an informative text—oral or written	<ul style="list-style-type: none">discuss factual information on a variety of topics

to express emotions and personal perspectives

	<i>Students will be able to:</i>		
share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none">inquire about and describe or support interest/lack of interest, approval/disapproval, agreement/disagreement, satisfaction/dissatisfaction	<ul style="list-style-type: none">inquire about and express probability and certaintyexpress and support opinions	<ul style="list-style-type: none">exchange and compare opinions and ideas in a variety of situations
share emotions, feelings	<ul style="list-style-type: none">inquire about and express emotions and feelings in formal and informal situations	<ul style="list-style-type: none">discuss emotions and feelings expressed in a variety of situations	<ul style="list-style-type: none">share a range of emotions and feelings in a variety of situations

General Outcome for Applications

Students will use Spanish in a variety of situations and for a variety of purposes.

to get things done

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
	<i>Students will be able to:</i>		
guide actions of others	<ul style="list-style-type: none">make and respond to requests in informal situations; e.g., simple commercial transactions	<ul style="list-style-type: none">make and respond to requests in formal situations, and persuade others	<ul style="list-style-type: none">guide the actions of others in a variety of formal and informal situations
state personal actions	<ul style="list-style-type: none">express and respond to offers, invitations, promises and desires	<ul style="list-style-type: none">express possibility in relation to own actions	<ul style="list-style-type: none">express personal expectations, hopes, plans, goals, aspirations
manage group actions	<ul style="list-style-type: none">express agreement and disagreement	<ul style="list-style-type: none">paraphrase, elaborate on and clarify another member's contribution	<ul style="list-style-type: none">take on a leadership role in small-group projects

to form, maintain and change interpersonal relationships

	<i>Students will be able to:</i>		
manage personal relationships	<ul style="list-style-type: none">initiate and participate in social exchanges in a variety of situations	<ul style="list-style-type: none">use a variety of means of interpersonal communications	<ul style="list-style-type: none">make suggestions or clarify misunderstandings to handle conflict situations

General Outcome for Applications

Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

to extend their knowledge of the world

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
discover and explore	<ul style="list-style-type: none"> explore and express meaning in a variety of ways; e.g., drawing a diagram, making a model, rephrasing 	<ul style="list-style-type: none"> explore connections and gain new insights into familiar topics 	<ul style="list-style-type: none"> compare their own insights and understandings with those of classmates
gather and organize information	<ul style="list-style-type: none"> identify key ideas, and organize and manipulate information 	<ul style="list-style-type: none"> gather and summarize information 	<ul style="list-style-type: none"> synthesize information from several sources, and evaluate the usefulness and reliability of sources
explore opinions and values	<ul style="list-style-type: none"> examine differing perspectives on an issue, and express own position with supporting reasons 	<ul style="list-style-type: none"> explore underlying values in mass media, and distinguish fact from opinion 	<ul style="list-style-type: none"> explore how values influence behaviour, and explore opinions and values related to specific situations; e.g., describe motivations of characters in literature
solve problems	<ul style="list-style-type: none"> describe and analyze a problem, and then propose solutions 	<ul style="list-style-type: none"> generate and evaluate alternative solutions to problems 	<ul style="list-style-type: none"> apply problem-solving skills to the resolution of real-life problems

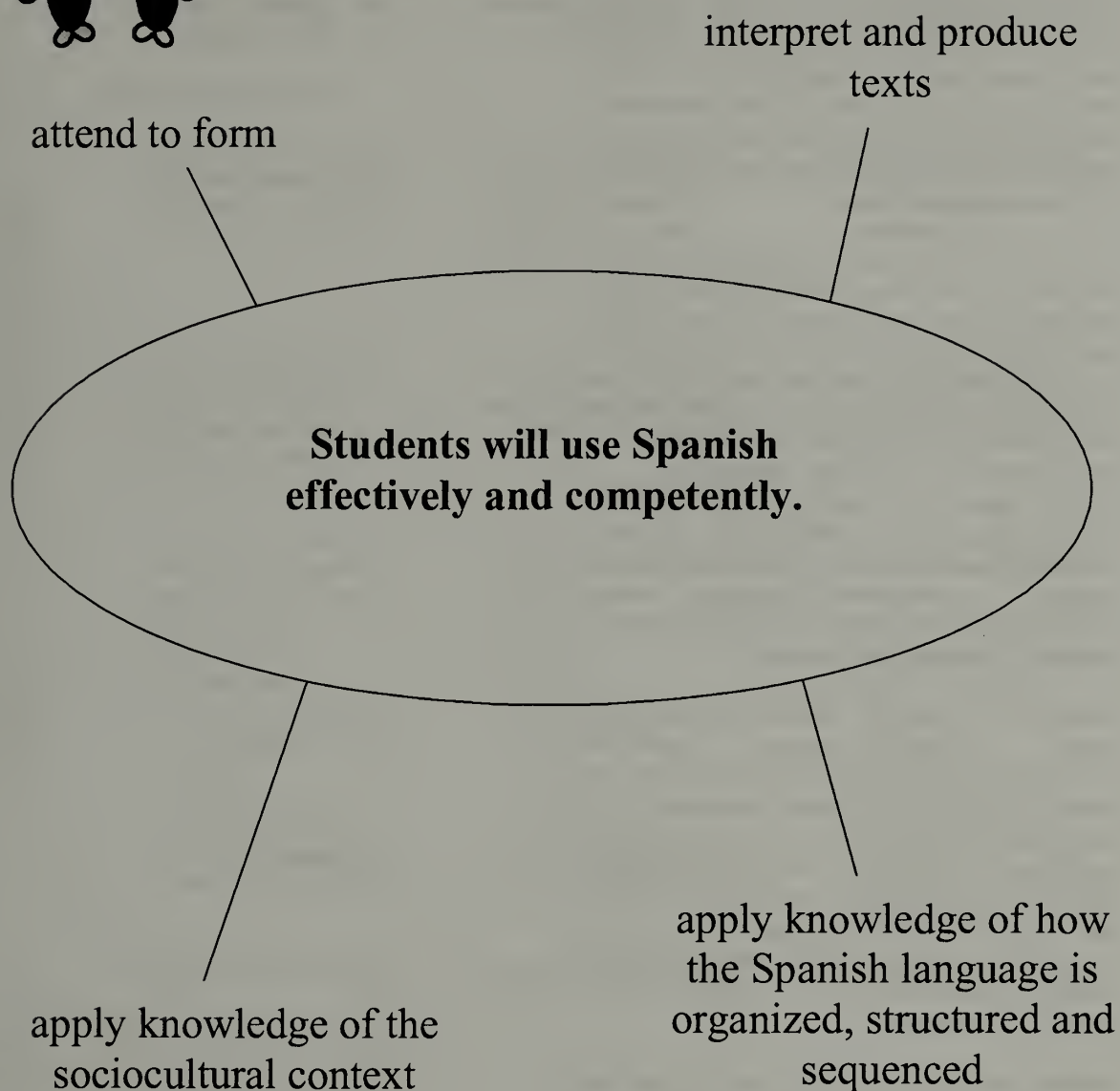
General Outcome for Applications

Students will use Spanish in a variety of situations and for a variety of purposes.

for imaginative purposes and personal enjoyment

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
	<i>Students will be able to:</i>		
humour/fun	<ul style="list-style-type: none">• use language for fun and to interpret and express humour; e.g., interpret humorous cartoons, songs, stories, poems	<ul style="list-style-type: none">• use language for fun and to interpret and express humour; e.g., plan and participate in an immersion experience, an exchange or a language camp	<ul style="list-style-type: none">• use language for fun and to interpret and express humour in a variety of situations
creative/aesthetic purposes	<ul style="list-style-type: none">• use language creatively and for aesthetic purposes; e.g., create and perform a skit	<ul style="list-style-type: none">• use language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	<ul style="list-style-type: none">• use language creatively and for aesthetic purposes in a variety of situations
personal enjoyment	<ul style="list-style-type: none">• use language for personal enjoyment; e.g., listen to music	<ul style="list-style-type: none">• use language for personal enjoyment; e.g., watch films or television programs	<ul style="list-style-type: none">• use language for personal enjoyment in a variety of situations

Language Competence



LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Spanish language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Spanish language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

attend to form

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
<i>Students will be able to:</i>			
phonology	<ul style="list-style-type: none"> produce essential sounds, stress and intonation patterns of the Spanish language in short texts 	<ul style="list-style-type: none"> produce, consistently, the essential sounds, stress, rhythm and intonation patterns of the Spanish language 	<ul style="list-style-type: none"> produce, consistently, the sounds, stress, rhythm and intonation patterns of the Spanish language
orthography	<ul style="list-style-type: none"> apply basic spelling rules consistently, and use mechanical conventions with reasonable accuracy 	<ul style="list-style-type: none"> apply spelling rules and mechanical conventions consistently and accurately 	<ul style="list-style-type: none"> apply spelling rules and mechanical conventions consistently and accurately
lexicon	<ul style="list-style-type: none"> use a range of vocabulary words and expressions in familiar contexts, within the following areas of experience: <ul style="list-style-type: none"> entertainment relationships, friends clubs, activities, sports, hobbies celebrations fashions and fads any other areas that meet their needs and interests 	<ul style="list-style-type: none"> use a range of vocabulary words and expressions in a variety of contexts, within the following areas of experience: <ul style="list-style-type: none"> fine arts legends and myths communications, technology, media travel current events any other areas that meet their needs and interests 	<ul style="list-style-type: none"> use suitable words and phrases to enhance the effectiveness of communication, in oral or written texts, within a variety of contexts, including: <ul style="list-style-type: none"> literature future plans careers accommodations current issues history any other areas that meet their needs and interests
grammatical elements	<ul style="list-style-type: none"> (please see following page) 	<ul style="list-style-type: none"> (please see following page) 	<ul style="list-style-type: none"> (please see following page)

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
Grammatical Elements	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use, in modelled situations, the following grammatical elements: 		
	<ul style="list-style-type: none"> – possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i> – indirect object pronouns – double object pronouns – preterite (irregular verbs) – imperfect tense – comparative, superlative and diminutive – preterite vs. imperfect 	<ul style="list-style-type: none"> – future tense – conditional mood – subjunctive mood – present subjunctive: <ul style="list-style-type: none"> • to express persuasion: <i>aconsejar, decir, desear, pedir</i> • to express emotion: <i>alegrarse, sentir ...</i> • to express wishes and hope: <i>Ojalá que ..., quiero que</i> • after impersonal expressions: <i>es una lástima que ..., es necesario que ...</i> • after <i>cuando</i> and <i>aunque</i> – gerund with imperfect of <i>estar</i> – impersonal verb form “<i>se</i>” 	<ul style="list-style-type: none"> – pluperfect tense – passive voice – indicative or subjunctive with relative pronouns; e.g.: <ul style="list-style-type: none"> • <i>Conozco a alguien que habla español.</i> • <i>Busca a alguien que hable español.</i> – imperfect subjunctive + conditional (“<i>si</i>” clauses)
	<ul style="list-style-type: none"> • use, in structured situations, the following grammatical elements: 		
	<ul style="list-style-type: none"> – imperative mood—negative forms – imperative mood—irregular verbs (<i>tú</i> form) – stem changing verbs in the present tense – irregular verbs: <i>dar, poner, traer</i> – preterite (regular verbs) – perfect tense – direct object pronouns – reflexive verbs 	<ul style="list-style-type: none"> – possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i> – indirect object pronouns – double object pronouns – preterite (irregular verbs) – imperfect tense – comparative, superlative and diminutive – preterite vs. imperfect 	<ul style="list-style-type: none"> – future tense – conditional mood – subjunctive mood – present subjunctive: <ul style="list-style-type: none"> • to express persuasion: <i>aconsejar, decir, desear, pedir</i> • to express emotion: <i>alegrarse, sentir ...</i> • to express wishes and hope: <i>Ojalá que ..., quiero que</i> • after impersonal expressions: <i>es una lástima que ..., es necesario que ...</i> • after <i>cuando</i> and <i>aunque</i> – impersonal verb form “<i>se</i>”
	<ul style="list-style-type: none"> • use, independently and consistently, the following grammatical elements: 		
	<ul style="list-style-type: none"> – <i>nos/les (os), gusta/gustan</i> – possessive adjectives and pronouns: <i>nuestro/a/os/as, vuestro/a/os/as</i> – irregular verbs: <i>poder, conocer, saber, venir, salir, decir, hacer, preferir</i> – imperative mood—regular verbs (<i>tú</i> form) – imperative mood for commonly used verbs (<i>usted, ustedes</i>) – present progressive (<i>estar</i> + gerund) 	<ul style="list-style-type: none"> – imperative mood—negative forms – imperative mood—irregular verbs (<i>tú</i> form) – stem-changing verbs in the present tense – irregular verbs: <i>dar, poner, traer</i> – preterite (regular verbs) – perfect tense – direct object pronouns – reflexive verbs 	<ul style="list-style-type: none"> – possessive pronouns: <i>mío, tuyo, suyo, míos, tuyos, suyos</i> – indirect object pronouns – double object pronouns – preterite (irregular verbs) – imperfect tense – comparative, superlative and diminutive – preterite vs. imperfect

General Outcome for Language Competence
Students will use Spanish effectively and competently.

interpret and produce texts

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
<i>Students will be able to:</i>			
aural interpretation	<ul style="list-style-type: none"> understand, in guided situations, the main point and some supporting details of oral texts on familiar topics 	<ul style="list-style-type: none"> understand, in guided situations, the main point and specific details of oral texts on familiar topics 	<ul style="list-style-type: none"> understand the main points and specific details of oral texts on familiar topics
written interpretation	<ul style="list-style-type: none"> understand, in guided situations, the main point and some supporting details of written texts on familiar topics 	<ul style="list-style-type: none"> understand, in guided situations, the main point and specific details of written texts on familiar topics 	<ul style="list-style-type: none"> understand the main points and specific details of written texts on familiar topics
interactive fluency	<ul style="list-style-type: none"> engage in short, spontaneous exchanges, with pauses for planning and repair 	<ul style="list-style-type: none"> manage short interactions with ease, with pauses for planning and repair 	<ul style="list-style-type: none"> converse, spontaneously, in familiar, routine situations; and converse in some nonroutine situations, with pauses for planning and repair
visual interpretation	<ul style="list-style-type: none"> derive meaning from and interpret multiple visual elements in a variety of media, in guided situations 	<ul style="list-style-type: none"> identify, in guided situations, the purposes, intended audiences, messages and points of view in a variety of visual media 	<ul style="list-style-type: none"> identify, in guided and unguided situations, some of the techniques and conventions used in a variety of visual media
oral production	<ul style="list-style-type: none"> produce oral texts on familiar topics, in guided situations, providing some details to support the main point 	<ul style="list-style-type: none"> produce oral texts on familiar topics, in guided and unguided situations, providing a variety of details to support the main point 	<ul style="list-style-type: none"> produce oral texts on familiar topics spontaneously and independently, providing a variety of details to support the main point
written production	<ul style="list-style-type: none"> produce written texts on familiar topics, in guided situations, providing some details to support the main point 	<ul style="list-style-type: none"> produce written texts on familiar topics, in guided and unguided situations, providing a variety of details to support the main point 	<ul style="list-style-type: none"> produce written texts on familiar topics spontaneously and independently, providing a variety of details to support the main point
representation	<ul style="list-style-type: none"> express meaning, in guided situations, through the use of multiple visual elements in a variety of media 	<ul style="list-style-type: none"> communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided and unguided situations 	<ul style="list-style-type: none"> explore, in guided and unguided situations, a variety of techniques and conventions to express meaning in visual media

General Outcome for Language Competence
Students will use Spanish effectively and competently.

apply knowledge of the sociocultural context

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
<i>Students will be able to:</i>			
register	<ul style="list-style-type: none"> identify differences in register, and use formal and informal registers in a variety of situations 	<ul style="list-style-type: none"> adjust language to suit audience and purpose 	<ul style="list-style-type: none"> use the appropriate level of formality with a variety of people in a variety of contexts
idiomatic expressions	<ul style="list-style-type: none"> use idiomatic expressions in a variety of contexts, and identify unfamiliar idiomatic expressions in a variety of contexts 	<ul style="list-style-type: none"> explore and interpret idiomatic expressions in popular, contemporary culture 	<ul style="list-style-type: none"> interpret unfamiliar idiomatic expressions, and use learned idiomatic expressions appropriately in a variety of situations
variations in language	<ul style="list-style-type: none"> recognize influences resulting in variations in language; e.g., age, social class, geographical region 	<ul style="list-style-type: none"> experiment with some variations in language 	<ul style="list-style-type: none"> experiment with and adapt to some variations in language
social conventions	<ul style="list-style-type: none"> explore and identify variations in social conventions; e.g., regional, situational 	<ul style="list-style-type: none"> interpret and use a variety of formal and informal social conventions, with guidance 	<ul style="list-style-type: none"> interpret and use a variety of formal and informal social conventions
nonverbal communication	<ul style="list-style-type: none"> explore and identify variations in nonverbal communication; e.g., gestures 	<ul style="list-style-type: none"> interpret and use a variety of forms of nonverbal communication, with guidance 	<ul style="list-style-type: none"> interpret and use a variety of forms of nonverbal communication

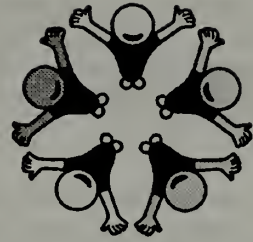
General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

apply knowledge of how the Spanish language is organized, structured and sequenced

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
<p>cohesion/coherence</p> <p>text forms¹</p> <p>patterns of social interaction</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> use a variety of conventions to structure texts; e.g., pauses, titles, paragraphs and letter forms, and use references within texts; e.g., subject and object pronouns, demonstratives 	<ul style="list-style-type: none"> use patterns involving time or chronological sequencing to produce and interpret texts 	<ul style="list-style-type: none"> use appropriate words and phrases to show a variety of relationships within texts
	<ul style="list-style-type: none"> explore, understand and use various text forms delivered through a variety of media 	<ul style="list-style-type: none"> analyze the way different media and purposes lead to differences in the way texts are organized and presented, and apply understanding to own productions 	<ul style="list-style-type: none"> use knowledge of text forms to enhance interpretation and production of texts
	<ul style="list-style-type: none"> combine simple social interaction patterns to initiate and perform transactions and interactions; e.g., accept or decline an invitation, giving an explanation 	<ul style="list-style-type: none"> combine simple social interaction patterns to perform complex transactions and interactions; e.g., accept or reject a suggestion, using persuasion and negotiation 	<ul style="list-style-type: none"> use a wide range of social interaction patterns to deal with routine and some nonroutine transactions and interactions

1. For a sample list of text forms, see the end of this program of studies.

Global Citizenship



historical and contemporary elements
of Spanish-speaking cultures

affirming diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens, through the
exploration of the cultures of the
Spanish-speaking world.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with a broad range of knowledge, skills and attitudes needed to be effective global citizens—in other words, with the development of intercultural competence. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Spanish-speaking cultures,” there are strands for the processes and methods of acquiring knowledge about Spanish-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Spanish-speaking cultures as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop an extensive bank of knowledge about the Spanish-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Spanish-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

historical and contemporary elements of Spanish-speaking cultures

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
<i>Students will be able to:</i>			
knowledge of Spanish-speaking cultures	<ul style="list-style-type: none"> explore and identify historical and contemporary elements of Spanish-speaking cultures 	<ul style="list-style-type: none"> identify and analyze historical and contemporary elements of Spanish-speaking cultures 	<ul style="list-style-type: none"> identify and analyze the impact of Spanish-speaking cultures on global society
accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> make and test hypotheses about Spanish-speaking cultures, using a variety of sources of information 	<ul style="list-style-type: none"> evaluate sources of information on Spanish-speaking cultures; e.g., human, textual, media 	<ul style="list-style-type: none"> organize, analyze and evaluate information about Spanish-speaking cultures from a variety of sources, including personal experiences where possible
applying cultural knowledge	<ul style="list-style-type: none"> apply knowledge of elements of Spanish-speaking cultures to enhance interpersonal relations in familiar contexts and to interpret texts 	<ul style="list-style-type: none"> apply knowledge of elements of Spanish-speaking cultures to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the meaning of culturally significant terms in authentic texts 	<ul style="list-style-type: none"> apply knowledge of the role of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
diversity within Spanish-speaking cultures	<ul style="list-style-type: none"> apply knowledge of diverse elements of Spanish-speaking cultures to enhance interpersonal relations in familiar contexts and to interpret texts; e.g., different social classes 	<ul style="list-style-type: none"> apply knowledge of diverse elements of Spanish-speaking cultures to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the role of cultural minorities 	<ul style="list-style-type: none"> apply knowledge of the role of diverse elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
valuing Spanish-speaking cultures	<ul style="list-style-type: none"> identify contributions of Spanish-speaking cultures to own and global society 	<ul style="list-style-type: none"> explore contributions of Spanish-speaking cultures to own and global society 	<ul style="list-style-type: none"> identify and analyze the value of Spanish-speaking cultures for themselves and for global society

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

affirming diversity

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
<i>Students will be able to:</i>			
awareness of first language	<ul style="list-style-type: none"> identify ways in which their first language and Spanish are similar 	<ul style="list-style-type: none"> identify ways in which their first language and Spanish are similar and ways in which they are different 	<ul style="list-style-type: none"> analyze ways in which their first language and Spanish are similar and ways in which they are different
general language knowledge	<ul style="list-style-type: none"> describe ways in which languages evolve over time, and describe the reasons for their evolution 	<ul style="list-style-type: none"> make generalizations about the systematic nature of language 	<ul style="list-style-type: none"> describe factors that influence the status of languages
awareness of Canadian culture	<ul style="list-style-type: none"> identify ways in which their own culture and Spanish-speaking cultures are similar 	<ul style="list-style-type: none"> identify ways in which their own culture and Spanish-speaking cultures are similar and ways in which they are different 	<ul style="list-style-type: none"> analyze ways in which their own culture and Spanish-speaking cultures are similar and ways in which they are different
general cultural knowledge	<ul style="list-style-type: none"> identify some of the ways in which culture evolves over time 	<ul style="list-style-type: none"> explore various ways in which individuals acquire a cultural identity 	<ul style="list-style-type: none"> identify and explore factors involved in intercultural competence
valuing diversity	<ul style="list-style-type: none"> recognize that people have different cultural perspectives 	<ul style="list-style-type: none"> recognize contributions to global society made by people from a variety of cultures 	<ul style="list-style-type: none"> recognize the intrinsic value of cultural and linguistic diversity for themselves and for global society
intercultural skills	<ul style="list-style-type: none"> explore various strategies for enhancing relations with people from different cultures 	<ul style="list-style-type: none"> identify and use a variety of strategies for enhancing relations with people from different cultures 	<ul style="list-style-type: none"> manage intercultural communication

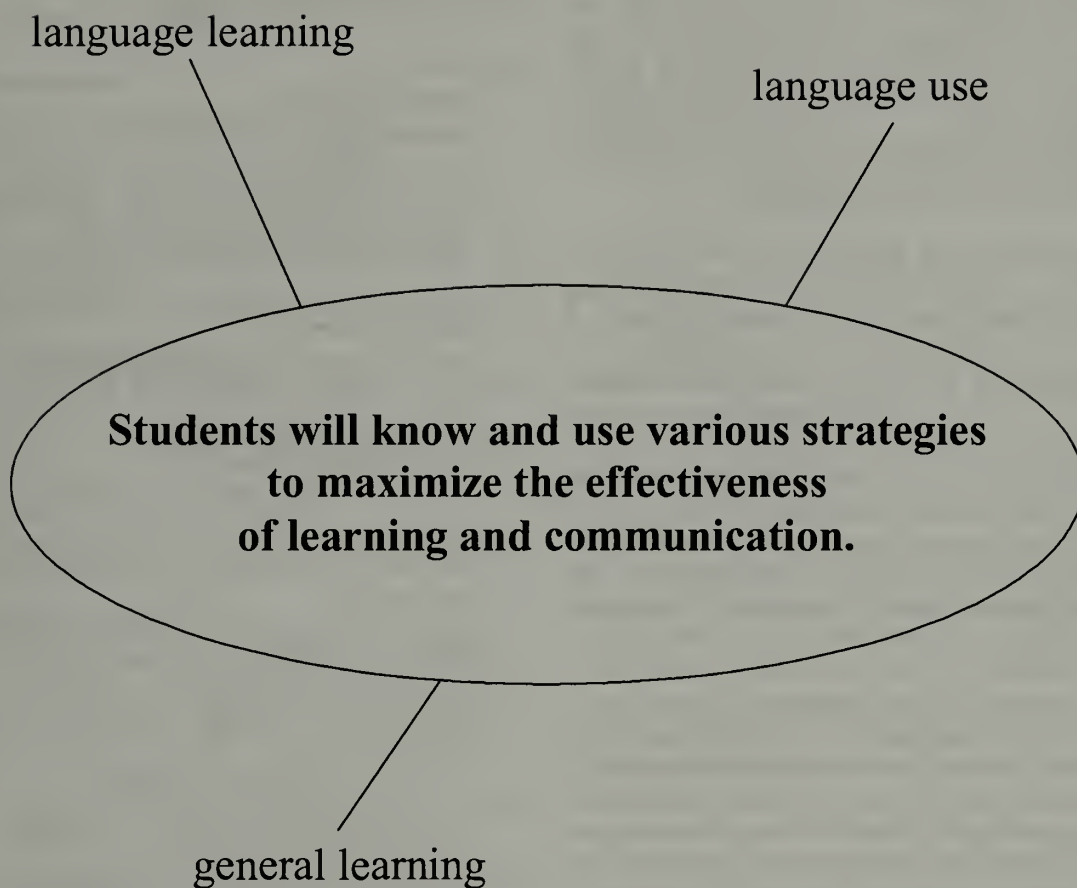
General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Spanish-speaking world.

personal and career opportunities

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
	<i>Students will be able to:</i>		
Spanish language and Spanish-speaking cultures	<ul style="list-style-type: none">• explore careers in which knowledge of Spanish and Spanish-speaking cultures can be applied	<ul style="list-style-type: none">• explore applications of Spanish and knowledge of Spanish-speaking cultures in the global marketplace	<ul style="list-style-type: none">• explore applications of Spanish and knowledge of Spanish-speaking cultures in the global workplace and marketplace
cultural and linguistic diversity	<ul style="list-style-type: none">• explore careers in which knowledge of additional languages and intercultural skills can be applied	<ul style="list-style-type: none">• explore applications of language and cultural learning in the global marketplace	<ul style="list-style-type: none">• explore applications of language and cultural learning in the global workplace and marketplace

Strategies



STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but also with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from course to course. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

COMPREHENSIVE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Spanish language and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Spanish or in own language
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable you to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text

- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Spanish
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo*, shrug shoulders
- ask for clarification or repetition when something is not understood; e.g., *¿Qué quiere decir ...?, ¿Puede repetir, por favor?*
- use the other speakers' words in subsequent conversation
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., partner may shrug shoulders
- start again, using a different tactic, when communication breaks down; e.g., *Quiero decir que ...*

Strategies

- use a simple word similar to the concept to convey, and invite correction; e.g., *pescado* for *pez*
- invite others into the discussion; e.g., *¿no?*, *¿verdad?*
- ask for confirmation that a form used is correct; e.g., *¿Se puede decir esto?*, *¿se dice así?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Bueno*, *de hecho* ., *pues* ., *entonces* ...
- use circumlocution to compensate for lack of vocabulary; e.g., *La máquina que se usa para lavar la ropa* for *lavadora*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Quieres decir que .!Es decir que ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *¿Me entiende?* *¿Está claro?*, *¿Me comprende?*
- use suitable phrases to intervene in a discussion; e.g., *Hablando de .!Perdón, pero ...*
- self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ., mejor dicho ., o sea ...*
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log

- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

language learning

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
	<i>Students will be able to:</i>		
cognitive	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Spanish or in their own language	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat a phrase or series of phrases in the course of performing a language task	<ul style="list-style-type: none">select and use a variety of appropriate cognitive strategies to enhance language learning; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
metacognitive	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more they consider particularly useful personally	<ul style="list-style-type: none">select and use a variety of appropriate metacognitive strategies to enhance language learning; e.g., understand the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements
social/affective	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance language learning; e.g., use self-talk to make themselves feel competent to do the task	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks, try unfamiliar tasks and approaches	<ul style="list-style-type: none">select and use a variety of appropriate social and affective strategies to enhance language learning; e.g., repeat new words and expressions that occur in conversations in which they participate, make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 28 and 29.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

language use

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
	<i>Students will be able to:</i>		
interactive	<ul style="list-style-type: none">select and use appropriate interactive strategies to deal with specific communicative situations; e.g., invite others into the discussion, ask for confirmation that a form used is correct	<ul style="list-style-type: none">select and use a variety of interactive strategies to deal with specific communicative situations; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary	<ul style="list-style-type: none">select and use a variety of appropriate interactive strategies to deal with specific communicative situations; e.g., repeat part of what someone has said to confirm mutual understanding
interpretive	<ul style="list-style-type: none">select and use appropriate interpretive strategies to deal with specific communicative situations; e.g., prepare questions or a guide to note down information found in a text	<ul style="list-style-type: none">select and use a variety of interpretive strategies to deal with specific communicative situations; e.g., use key content words or discourse markers to follow an extended text	<ul style="list-style-type: none">select and use a variety of appropriate interpretive strategies to deal with specific communicative situations; e.g., reread several times to understand complex texts
productive	<ul style="list-style-type: none">select and use appropriate productive strategies to deal with specific communicative situations; e.g., use resources to increase vocabulary	<ul style="list-style-type: none">select and use a variety of productive strategies to deal with specific communicative situations; e.g., take notes when reading or listening to assist in producing their own texts	<ul style="list-style-type: none">select and use a variety of appropriate productive strategies to deal with specific communicative situations; e.g., use a variety of resources to correct their own texts

Further examples of language use strategies are available on pages 29 and 30.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

general learning

	Spanish Language and Culture 10S	Spanish Language and Culture 20S	Spanish Language and Culture 30S
	<i>Students will be able to:</i>		
cognitive	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance general learning in specific situations; e.g., use mental images to remember new information	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance general learning in specific situations; e.g., formulate key questions to guide research	<ul style="list-style-type: none">select and use a variety of appropriate cognitive strategies to enhance general learning in specific situations; e.g., make inferences, identify and justify the evidence on which their inferences are based
metacognitive	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance general learning in specific situations; e.g., manage the physical environment in which they have to work	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance general learning in specific situations; e.g., keep a learning journal such as a diary or log	<ul style="list-style-type: none">select and use a variety of appropriate metacognitive strategies to enhance general learning in specific situations; e.g., work with others to monitor their own learning
social/affective	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance general learning in specific situations; e.g., use support strategies to help peers persevere at learning tasks	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance general learning in specific situations; e.g., take part in group problem-solving processes	<ul style="list-style-type: none">select and use a variety of appropriate social and affective strategies to enhance general learning in specific situations; e.g., be willing to take risks, try unfamiliar tasks and approaches

Further examples of general learning strategies are available on page 31.

SAMPLE LIST OF TEXT FORMS

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different text forms.

Print Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other “how to” texts
- Invitations
- Journals, agendas, diaries and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, announcements
- Stories
- Textbook articles
- Tickets, timetables and schedules

Oral Texts

- Advertisements
- Announcements
- Ceremonies
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Raps
- Reports and presentations
- Songs
- Telephone conversations

Multimedia Texts

- Comic strips
- Computer and board games
- Movies and films
- Slide/tape/CD and video/DVD presentations
- Television programs
- Web sites

